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ABSTRACT

The four classes of learning experience found in an instructional system are defined as 1) orienting experiences, which provide a set of referents essential to meaningful study, and which may take the form of direct observation of children or teachers in classrooms, observation of filmed models, etc., and which may be used at any level; 2) foundations experiences, which lead to the mastery of knowledge and skills required to demonstrate a criterion competency, an example being the ability to use the Flanders system for classifying teacher behavior; 3) synthesizing experiences, which provide for the combination of two or more of the skills and their application to the solution of problems in simulated situations; and (4) consolidating experiences, which provide practice in live classroom settings, the application of competencies already demonstrated in the laboratory, and the implementation and evaluation of instructional experience in terms of the pupils' behavioral change. Related documents are SP 004 155 to SP 004 160, and SP 004 162 to SP 004 166. (MBM)

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APPENDIX G

FURTHER DEFINITION AND EXAMPLES OF THE CLASSES OF LEARNING EXPERIENCES FOUND WITHIN AN INSTRUCTIONAL SYSTEM

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ORIENTING EXPERIENCES - learning experiences which provide students with a set of referents essential to meaningful study within the professional foundations, laboratory and practicum components of a given instructional system. Orienting experiences may take the form of direct observation of children or teachers in classrooms, observation of filmed "models", etc., and may be used at any level within any instructional system, depending upon the needs of the student in the system.

FOUNDATIONS EXPERIENCES - learning experiences which lead to the mastery of conceptual frameworks (knowledge) and/or performance capabilities (skills) which are assumed to be prerequisite to the demonstration of a criterion competency. An example of a conceptual framework is Bloom's taxonomy of educational outcomes or Flander's scheme for classifying teaching behavior. An example of a performance capability or skill is the ability to use the Flander's system reliably or to be able to exercise Taba's levels of questioning paradigm.

SYNTHESIZING EXPERIENCES - learning experiences which provide for a) the synthesis of two or more of the knowledges and/or skills mastered in foundations activities, b) the synthesis of all of the knowledges and/or skills mastered in the foundations activities, and c) practice in applying these syntheses to criterion in the solution of problems in simulated situations. An example of the synthesis of two or more of the foundations elements is the use of questioning techniques in a micro-teaching situation with peers which bring about varying levels of thinking on the part of the pupils. An example of a learning activity which requires the synthesis of all of the factors involved in the instructional mix is the conduct of a micro-teaching lesson which requires real pupils to locate and identify points on a map. An example of applying these syntheses to criterion in the solution of problems in a simulated setting is as follows: given a group of five third grade pupils, who are relatively bright and relatively high achievers in math, the student will conduct a learning experience in the area of mathematics that lasts approximately 30 minutes. The learning experience will be tape recorded and pupil responses will be classified according to the following categories: memory, convergent thinking, divergent thinking, and evaluative thinking. For the prospective teacher to be judged successful in this particular competence demonstration the classification of pupil responses must meet the following criteria: of the total pupil responses 15% must be evaluative, 25% divergent, and 30% convergent. Quality of pupil response must also be judged adequate.

CONSOLIDATING EXPERIENCES - learning experiences which a) provide practice in the performance of competencies in live classroom settings that were previously demonstrated in the laboratory, and b) which provide opportunity to first synthesis and then practice the application of two or more lesser competencies demonstrated in the laboratory, and c) provide opportunity for the synthesis of foundation experiences peculiar to the practicum setting and demonstrating criterion competence with

those syntheses. An example of the procedure followed in the practicum setting in demonstrating the criterion competence is as follows: given a group of pupils in the practicum setting, and the objective of producing pupil behavior which shows the utilization of various mental operations, the student will a) diagnose pupil differences relative to thinking in a given content area, b) prescribe a specific instructional setting within which to demonstrate pupil use of the desired mental operations, and c) implement the instructional experience that is designed to bring about given pupil outcomes, evaluate his own efforts, and evaluate the efforts of the pupils in terms of their behavioral change.